

# West Virginia Tiered System of Support (WVTSS) Quick Reference Guide



	<b>UNIVERSAL</b> <b>Foundational Instruction or Prevention provided to ALL Students</b>  <i>75-80% of students should be proficient when Universal Supports are provided in general education environment.</i>	<b>TARGETED</b> <b>Targeted Supplemental Instruction or Intervention provided to Some Students</b>  <i>Only 10-20% of students should need Targeted Supports in addition to Universal Supports.</i>	<b>INTENSIVE</b> <b>Intensive Supplemental Instruction or Intervention provided to Few Students</b>  <i>Only 5-10% of students should need Intensive Supports in addition to Universal and Targeted Supports.</i>
<b>General Focus Areas: Academic, Behavior and Mental Health</b>	Students receive academic, behavior and mental health instruction and support in the general education environment.	Students who are not responding to Universal level (general education) instruction and support receive short-term additional, targeted support.	Students who are not responding to Universal and Targeted level support receive additional, more intensified instruction and support.
<b>Academic Support</b>	All students received instruction and demonstrate learning of the WV College- and Career-Readiness Standards.	Eliminate gap between present achievement and grade-level standards and between instruction and students' needs.	Eliminate or narrow gap between present achievement and grade-level standards and between instruction and students' needs.
<b>Behavior Support</b>	<p>Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 are integrated into daily classroom expectations and instruction.</p> <p>Effective school-wide behavior supports such as Positive Behavior Interventions and Supports (PBIS) and Early Childhood Positive Behavior Interventions and Supports (ECPBIS) are provided.</p>	Specialized, targeted positive behavior supports are provided.	Specialized and intensified positive behavior supports are provided. May include an assessment of student behaviors; Functional Behavior Assessment (FBA), and the development of specialized Behavior Intervention Plans (BIP).

<p><b>Mental Health Support</b></p>	<p>Mental health support refers to all activities that foster positive social, emotional and behavioral skills and well-being of all students, regardless of whether they are at risk for mental health problems.</p> <p>The West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 and social-emotional Learning/SEL (teaching students to manage emotions, set and achieve positive goals, feel and show empathy, maintain positive relationships, make responsible decisions, etc.) are integrated into daily classroom expectations and instruction.</p> <p>Positive school climate is regularly monitored and assessed.</p>	<p>Targeted services and/or strategies are designed to address mental health concerns for students who have been identified through a systematic, equitable process as experiencing mild distress or being at-risk for a given condition or concern.</p> <p>Targeted supports may also be used for students to address targeted needs, low-intensity classroom supports such as check-in/check-out, increased instruction with self-regulation and social skills are emphasized and provided to small groups of students.</p> <p>Outside mental health professionals may provide services within the school setting (Expanded School Mental Health, School-Based Health Centers).</p>	<p>Intensive services and support interventions are designed to address mental health concerns for students who have not been successful with targeted interventions or who are already experiencing significant distress and impaired functioning.</p> <p>Specialized and intensified mental health support which may include group, individual, or family therapy and/or wrap-around services for identified students. Continuous collaboration with the school supports individual student needs.</p> <p>Outside mental health professionals may provide services within the school setting (Expanded School Mental Health, School-Based Health Centers).</p>
<p><b>Group Size</b></p>	<p>Wholegroup and smallgroup instruction.</p> <p>Flexible, fluid grouping allows students to move between groups as appropriate.</p>	<p>Small, flexible, fluid groups of students with similar skills and needs.</p>	<p>Individual or very small, flexible, fluid groups of students with narrowly-focused developmental/grade-appropriate skills/needs.</p>
<p><b>Time</b></p>	<p>Provide sufficient time to master required content and expected behaviors.</p>	<p>Time allotted is data-driven and based on individual student progress.</p> <p>» Suggestions for academics include 15-30-minute sessions, three to five times a week in addition to Universal, for 9 weeks.</p> <p>» Suggestions for behavior and mental health is determined by student need, and in addition to Universal supports.</p>	<p>Time allotted is data driven and based on individual student progress.</p> <p>» Suggestions for academics include 30-60 in addition to Universal 3-5 times per week for 9 weeks.</p> <p>» Suggestions for behavior and mental health is determined by student need, and in addition to Universal and Targeted supports.</p>

<p><b>Varied Assessments: Screening and Progress Monitoring</b></p>	<p>Screening: Beginning of school year for all students and/or as needs indicate.</p> <p>Interim: Middle and end of school year for all students and/or as needs indicate.</p> <p>Formative: Ongoing progress on a daily basis for all students.</p>	<p>Continuous use of Formative Classroom Assessment processes and Progress Monitoring to measure and compare student learning and social-emotional needs, and to adjust instruction and support.</p> <p>Suggestions for frequency include every 2-3 weeks.</p> <p>Diagnostic when more information is needed for program planning.</p>	<p>Continuous use of Formative Classroom Assessment processes and Progress Monitoring to measure and compare student learning and social-emotional needs, and to adjust instruction and support.</p> <p>Suggestions for frequency include every 1-2 weeks.</p> <p>Diagnostic when more information is needed for program planning.</p>
<p><b>Personnel</b></p>	<p>General education classroom teacher with support from other building staff, including professional student support staff, to reinforce academic and social-emotional learning</p> <p>Universal prevention and social-emotional learning may also be provided by professional student support personnel or community partners.</p>	<p>General education classroom teacher or specialist (e.g. Title I, Special Educator) or other staff to reinforce learning.</p> <p>Targeted services provided by professional student support personnel and/or school based community partners.</p>	<p>General education classroom teacher or specialist (e.g. Title I, Special Educator) or other staff to reinforce learning.</p> <p>Intensive mental health support provided by professional mental health personnel including school based or community providers.</p>
<p><b>Location</b></p>	<p>General education classroom, or group settings such as an auditorium or library</p>	<p>Small group in general education classroom or another appropriate setting within school; before, during or after school, and summer or interim session.</p>	<p>Appropriate setting within school; may be pull-out, before school, after school, summer, or interim session.</p>
<p><b>Parental Involvement</b></p>	<p>Information about student progress provided to parents via report cards and other various parent contact methods; parents must be informed of the WVTSS framework implementation.</p> <p>Information about social-emotional learning skills and prevention provided to parents via handouts, workshops, online resources, etc.</p>	<p>Ongoing, frequent communication with parents regarding progress on target need(s) or skill(s); parents participate in decision-making.</p>	<p>Ongoing, frequent communication with parents regarding progress on target need(s) or skill(s); parents participate in decision-making.</p>
<p><b>Professional Learning</b></p>	<p>Focused, intentional and ongoing to provide relevant support based on the needs of students and school staff.</p>	<p>Focused, specialized, intentional and ongoing to provide training in supplemental instructional/behavioral/mental health strategies and supports.</p>	<p>Focused, specialized, intentional and ongoing to provide training in intensive instructional/behavioral/mental health strategies and supports.</p>